

**TEACHERS' PERCEPTIONS OF THE URGENCY OF TPACK
IN ENGLISH LANGUAGE TEACHING AT SMK NEGERI 1
REJANG LEBONG**

Thesis

*Submitted in Partial Fulfilment as One of the Requirements for the
Undergraduate Program in English Education, the Strata One (S1) Degree*



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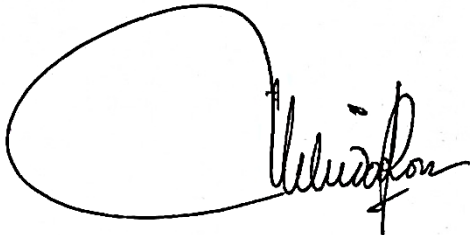
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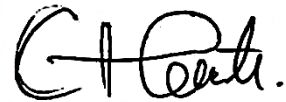
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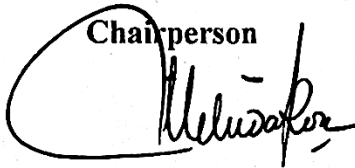
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The thesis entitled “Teachers’ Perceptions Of The Urgency Of Tpack In English Language Teaching At Smk Negeri 1 Rejang Lebong” written by Naflah Prisda Hafidzah, Students Register Number: 2214050122 has been examined by Board of Examination in the Faculty Tarbiyah and Teacher Training. State Islamic University (UIN) Imam Bonjol Padang, on June 3rd, 2026. It has accepted as one of the requirements for Program of Strata One (S1 Degree) in English Tadris Department.

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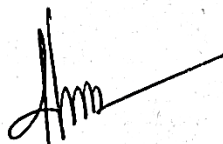
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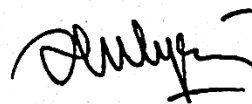
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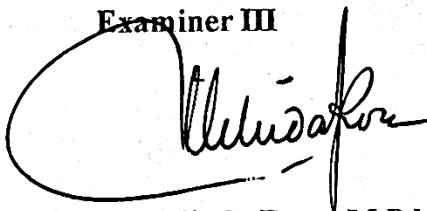
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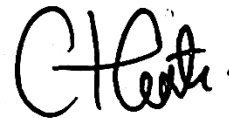
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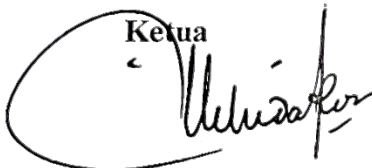
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PENGESAHAN TIM PENGUJI

Skripsi berjudul “Persepsi Guru tentang Urgensi TPACK dalam Pengajaran Bahasa Inggris di SMK Negeri 1 Rejang Lebong” yang telah ditulis oleh Naflah Prisda Hafidzah, Nomor Induk Mahasiswa: 2214050122 telah diuji oleh Tim Penguji di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada tanggal 3 Juni 2026. Dengan demikian, skripsi ini telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Program Strata Satu (S1) pada Program Studi Tadris Bahasa Inggris.

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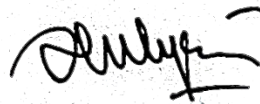
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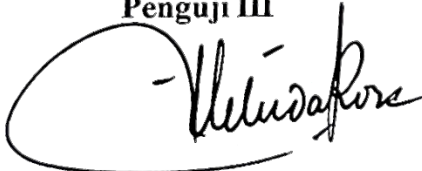
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ABSTRACT

This study explores English teachers' perceptions of the urgency of Technological Pedagogical Content Knowledge (TPACK) in English Language Teaching at SMK Negeri 1 Rejang Lebong, a vocational high school in Bengkulu Province, Indonesia. Using a descriptive qualitative approach, data were collected through semi-structured interviews with four English teachers and analyzed through Miles and Huberman's framework, with findings interpreted using Rogers' (2003) Diffusion of Innovations and Ajzen's (1991) Theory of Planned Behavior alongside the TPACK framework by Mishra and Koehler (2006). The findings reveal that all four teachers perceive TPACK as genuinely urgent, though each in a distinct way, ranging from daily practical decisions and principled content-technology alignment to contextual negotiation and vocational task design that bridges English and students' trade identities. These perceptions are shaped by curriculum demands, uneven student digital readiness, infrastructure limitations, perceived teacher competence, a generational gap, and the absence of TPACK-specific professional development, while implementation is further complicated by unstable internet, scarce projection equipment, and a provincial policy restricting student smartphone use. The study concludes that these teachers do not need convincing, as they already believe in TPACK's urgency, but they do need the institutional infrastructure and targeted professional development that would allow them to act on that belief consistently.

ABSTRAK

Penelitian ini mengeksplorasi persepsi guru bahasa Inggris terhadap urgensi *Technological Pedagogical Content Knowledge* (TPACK) dalam pengajaran bahasa Inggris di SMK Negeri 1 Rejang Lebong, Provinsi Bengkulu, Indonesia. Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui wawancara semi-terstruktur dengan empat guru bahasa Inggris dan dianalisis menggunakan kerangka Miles dan Huberman, dengan temuan yang diinterpretasikan melalui teori *Diffusion of Innovations* Rogers (2003) dan *Theory of Planned Behavior* Ajzen (1991) serta kerangka TPACK Mishra dan Koehler (2006). Temuan menunjukkan bahwa keempat guru memandang TPACK sebagai sesuatu yang mendesak, meski dengan cara yang berbeda-beda, mulai dari keputusan praktis sehari-hari dan komitmen kesesuaian konten-teknologi hingga negosiasi kontekstual dan perancangan tugas kejuruan yang mempertemukan bahasa Inggris dengan identitas vokasional siswa. Persepsi-persepsi ini dibentuk oleh tuntutan kurikulum, kesiapan digital siswa yang beragam, keterbatasan infrastruktur, persepsi kompetensi diri guru, kesenjangan generasi, dan minimnya pelatihan profesional berbasis TPACK, sementara implementasinya dipersulit oleh internet yang tidak stabil, proyektor yang terbatas, dan kebijakan provinsi yang membatasi penggunaan ponsel siswa. Penelitian ini menyimpulkan bahwa para guru tidak perlu diyakinkan karena mereka sudah percaya pada urgensi TPACK, namun mereka membutuhkan infrastruktur kelembagaan dan pengembangan profesional yang tepat sasaran agar keyakinan tersebut dapat diwujudkan secara konsisten dalam praktik mengajar.

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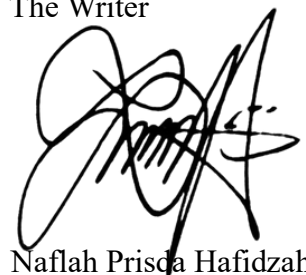
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Padang, June 17, 2026

The Writer

A stylized, handwritten signature in black ink, featuring large, flowing loops and a sharp, angular end.

Naflah Prisca Hafidzah

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